

FORTY-FIRST ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

TO THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1898.



WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1898.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

OFFICERS OF THE INSTITUTION.

Patron.—William McKinley, President of the United States.
President.—Edward Miner Gallaudet, Ph. D., LL. D.
Secretary.—Hon. John B. Wight.
Treasurer.—Lewis J. Davis, esq.
Directors.—Hon. Francis M. Cockrell, Senator from Missouri; Hon. Sereno E. Payne, Member of Congress from New York; Hon. Joseph D. Sayers, Member of Congress from Texas, representing the Congress of the United States; Hon. Henry L. Dawes, of Massachusetts; Hon. Joseph R. Hawley, of Connecticut; Rev. Byron Sunderland, D. D.; Hon. John W. Foster, Hon. William L. Wilson, of Virginia; Lewis J. Davis, esq.

FACULTY OF GALLAUDET COLLEGE.

President and professor of moral and political science.—Edward Miner Gallaudet, Ph. D., LL. D.
Vice-president and professor of history and languages.—Edward A. Fay, M. A., Ph. D.
Emeritus professor of mental science and English philology.—Samuel Porter, M. A.
Professor of natural science.—Rev. John W. Chickering, M. A.
Professor of history and English.—J. Burton Hotchkiss, M. A.
Professor of mathematics and Latin.—Amos G. Draper, M. A.
Professor of mathematics and chemistry.—Charles R. Ely, M. A.
Assistant professor of mathematics.—Percival Hall, M. A.
Instructor in English.—May Martin, B. A.
Instructor in English and Latin.—Allan B. Fay, M. A.
Instructors in gymnastics.—Albert F. Adams, B. A.; Clara J. Horton.
Instructor in drawing.—Arthur D. Bryant, B. Ph.

DEPARTMENT OF ARTICULATION.

Professor in charge.—Percival Hall, M. A.

ASSISTANTS.

Instructors.—Mary T. G. Gordon, Kate H. Fish, Allan B. Fay, M. A.
Normal fellows.—Arnold H. Payne, B. A., Jesus College, Oxford; Arnold Shreve, B. A., University of Nebraska; Frances K. Bell, M. S., Synodical College, Mo.; Alvin E. Pope, B. A., University of Nebraska.
Normal students.—Louise S. Robinson, Portland (Me.) High School; Hattie Marshall Bear, Mary Baldwin Seminary, Staunton, Va.

FACULTY OF THE KENDALL SCHOOL.

President.—Edward Miner Gallaudet, Ph. D., LL. D.
Instructors.—James Denison, M. A., principal; Melville Ballard, M. S.; Theodore A. Kiesel, B. Ph.; Sarah H. Porter; May Martin, B. A.
Instructors in articulation.—Mary T. G. Gordon, Kate H. Fish.
Instructor in drawing.—Arthur D. Bryant, B. Ph.

DOMESTIC DEPARTMENT.

Supervisor and disbursing agent.—Wallace G. Fowler.
Attending physician.—D. K. Shute, M. D.
Consulting physician.—N. S. Lincoln, M. D.
Matron.—Miss Ellen Gordon.
Associate matron.—Mrs. Amanda W. Temple.
Master of shop.—Isaac Allison.
Farmer and head gardener.—Edward Mangum.

FORTY-FIRST ANNUAL REPORT
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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
Kendall Green, Washington, D. C., October 4, 1898.

The pupils remaining in the institution July 1, 1897, numbered 103; admitted during the year, 41; since admitted, 40; total, 184. Under instruction since July 1, 110 males; females, 74. Of these, 127 have been in the college department, representing 28 States, the District of Columbia, and Canada, and 57 in the primary department. A list of the names of the pupils connected with the institution since July 1, 1897, will be found appended to this report.

HEALTH.

The great convenience and value of our hospital rooms, which were provided in our new dormitory, were again made evident during the past year. One case of typhoid fever, having its origin outside of our premises, and several cases of measles were treated most comfortably and successfully. With these exceptions, good health has prevailed throughout our large household during the year.

DEATH OF THE HON. EDWARD C. WALTHALL.

The management of the institution has sustained a severe loss during the past year in the death of the Hon. Edward C. Walthall, a member of the Senate of the United States from Mississippi, who was appointed a member of the board by the President of the Senate in 1886.

At a meeting held on the 3d of May the following minute was adopted by the board:

In the death of the Hon. Edward C. Walthall, lately a Senator of the United States from Mississippi, and a member of the board of directors of the Columbia Institution for the Deaf and Dumb, by appointment of the President of the Senate, the management of the institution has sustained a loss that will be keenly felt so long as one remains on the board of those who have been his associates. For Senator Walthall possessed in a remarkable degree those qualities of mind and disposition that command not only the esteem but the warm appreciation of men.

Always courteous and kind, generous and fair, he spoke ill of none, not even of those he felt compelled to antagonize.

In the counsels of the institution he was invariably liberal and progressive, ready for new measures so soon as the wisdom of their adoption was made apparent, and always full of sympathy for those for whose benefit the institution was established. No man could discharge more fully and conscientiously, or with greater personal interest, the duties of a director than did Senator Walthall.

COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published. During the year special lectures have been given as follows:

In the college:

Diseases of the Body Politic, by President Gallaudet.
 Farthest North, by Professor Fay.
 Across the Continent, by Professor Chickering.
 The Cosmogony of Dante's Paradiso, by Professor Porter.
 Trial by Ordeal, by Professor Hotchkiss.
 Preparation for Business in College, by Professor Draper.
 Chemistry in Everyday Life, by Professor Ely.
 University Settlements, by Mr. Hall.

In the Kendall School:

The Story of Bathmendi, by Mr. Denison.
 Highways of Commerce, by Mr. Ballard.
 Empress Josephine, by Mr. Kiesel.
 Gen. Daniel Morgan, by Mr. Bryant.
 The Merchant of Venice, by Mr. Driggs.
 Honor to Parents, by Mr. Henne.
 Old Times in the West, by Mr. White.
 Gulliver's Travels, by Mr. Peterson.
 The Boyhood of U. S. Grant, by Mr. Zahn.
 Little Lord Fauntleroy, by Mr. Rothert.

INSTRUCTION IN SPEECH.

Daily instruction in speech and speech reading was given by experienced teachers to all pupils of the Kendall School who showed any signs of improvement. Auricular work was carried on with three of the pupils by one of the normal students with considerable success. A section of one class recited its lessons orally every day. The time of instruction of all the classes in articulation was lengthened.

In the college, daily drill in very small classes was offered to all students, and about 80 per cent were glad to avail themselves of the opportunity to preserve and improve their speech.

The work was carried on by four regular teachers, with the aid of the five members of the normal class, in a successful manner. Auricular training was given to six students, five of whom were able to use their power of hearing to a considerable extent in everyday life.

Many of the students of the college recited orally in their class work.

THE NORMAL DEPARTMENT.

The members of the normal class, five in number, completed the usual course satisfactorily. They were given a knowledge of the sign language, the manual method, thorough instruction in speech teaching, and practice in teaching both orally and by means of the manual alphabet and signs. The young men were required to conduct chapel exercises and to give lectures in signs to pupils of the Kendall School. They met and discussed various well-known methods of teaching among themselves, and, in short, prepared themselves to enter into any school as capable teachers.

At the end of the year the class presented theses on "A method of educating congenitally deaf children."

All the members of the class have secured eligible positions as teachers of the deaf.

EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on Wednesday, the 4th day of May.

The Rev. Wallace Radcliffe, D. D., pastor of the New York Avenue Presbyterian Church, offered the opening prayer.

The essays of the graduating academic class were as follows:

Orations.—The Measure of a Man, Peter N. Peterson, Minnesota; Colorado, Sarah M. Young, Colorado; Taste, Helena R. Leyder, Illinois; Love of Home, Lilla E. McGowan, Iowa; What's in a Name? Clara Runck, Ohio; What is True Americanism? Robert Zahn, Kentucky; Hero Worship, Arlington J. Eickhoff, Michigan.

Dissertations.—Modern Journalism, Waldo H. Rothert, Iowa; Laconics, Robert L. Erd, Illinois; The Evils of War, George E. Fister, Pennsylvania; The Lost Atlantis Found Again, Benjamin F. Jackson, Illinois; Flowers, May E. Stemple, Pennsylvania.

Candidates for degrees and certificates recommended by the faculty were presented to the board of directors as follows:

For the degree of master of arts (normal fellow).—Cyrus E. White, B. A., Penn College, Iowa.

For the degree of bachelor of arts.—Arlington Jacob Eickhoff, Robert Louis Erd, Helena Rose Leyder, Lilla Edith McGowan, Peter Niklas Peterson, Waldo Henry Rothert, Clara Runck, May Evelyn Stemple, Sarah Maria Young, Robert Zahn.

For the degree of bachelor of science.—George Elwood Fister.

For the degree of bachelor of philosophy.—Benjamin Franklin Jackson.

Normal students, 1897-98.—Frank Milton Briggs, University of Utah; Ezra Stephen Henne, Michigan State Normal School; Edith Baker Pyle, St. John's School, New York; Laura Carroll Wing, Cutler Academy, Colorado.

The degree of master of arts, in course, was conferred on Harry Van Allen, B. A., 1886; Henry Gross, B. A., 1888, and Oscar H. Regensburg, B. A., 1890.

REMARKS OF PRESIDENT GALLAUDET.

Before introducing those of the graduating class who were to take part in the exercises, the president of the college spoke as follows:

We have received from the President of the United States a very cordial greeting and a note expressing his great regret that his arduous duties make it impossible for him to be with us. He expresses very great interest in the work of the college.

The Vice-President also sends me a note in which he expresses his very great desire to be present and his hope that he may be, but some uncertainty as to whether he will be able to do so.

The Secretary of the Interior, through whom the institution makes its reports to Congress and derives its funds from Congress, expected to be here until yesterday afternoon, when he received an unexpected summons to go to New York. He sends a note expressing his great regret.

Before introducing the young people of our college who are to take part in the exercises of the afternoon I would like to say, for the information of our friends who have honored us with their presence, that they must not infer, because a majority of these young people speak by gestures, that they have not the power of speech.

You are all aware that of late years great attention has been given in this country to the teaching of speech to the deaf. All of the twelve young people of our present graduating class are able to speak more or less. A few of them came to us without any power of speech, and with the instruction we have been able to give them are able now to speak to a very considerable extent. Others who had the power of speech before coming here have improved that power under our instruction, and several of them would be able to speak their essays, but their voices are not sufficiently strong and vigorous to be heard throughout the hall. It is therefore thought better, that their essays may be well understood by the audience, that they should be read by the professors and the students themselves use the sign language. One, however, the valedictorian of the class, will give his oration wholly by speech.

After the presentation of the candidates for degrees, President Gallaudet spoke as follows:

Few names are more illustrious or more honored than that of De l'Épée. Not only in France, but in America, is he looked upon as the saint of deaf-mute education. In the year 1760 he established the first school that became permanent for the education of the deaf in France. His method was one which was based upon the language natural to the deaf—that of gestures. He gave his pupils a high degree of intellectual, moral, and religious training. His work was successful in an eminent degree. The institution which he established exists to-day highly prosperous, and many schools in France and in other countries are now doing a great and noble work in the education of the deaf, all of which may trace their origin to the work of De l'Épée.

Among the deaf the name of De l'Épée is especially honored. Monuments exist of him, in Paris associations are named for him, and the deaf honor his memory in many ways.

It is of interest to American students to know that the work of teaching the deaf in this country was begun by a gentleman who was the pupil of the immediate successor of De l'Épée, that eminent French teacher of the deaf and dumb, Sicard.

With an eminent pupil of Sicard he returned to this country equipped with the knowledge necessary to the establishing of the first school, which was opened more than eighty years ago at Hartford, Conn.

In this country we possess what is termed the combined system, which unites both of the methods of educating the deaf—the manual and the oral. In France—and I say it with much regret—the method of De l'Épée has to a great degree fallen into disuse. It has been superseded by methods introduced from Italy and Germany, and this is a cause of deep regret to the highly educated deaf of France.

It was my pleasure last year to make a trip to Europe largely for the purpose of meeting with the educated deaf mutes of the Continent and learning from them their opinions as to methods. I received in France a most cordial and enthusiastic reception from the educated deaf, who were pleased to greet me as the representative of the system which preserves in America the essential features of the method of De l'Épée; and these deaf mutes, highly educated as they are, expressed an earnest hope that in the future the schools of the deaf in France might in a measure return to the methods of De l'Épée, not abandoning the methods of speech, but adding the other method, while retaining the language of gestures—that language which is natural to the deaf.

So, after my return to this country, I received a communication from the deaf of France to ask if I would accept as a testimonial of their regard for my being the champion of the combined system of instruction, the system which combines and shapes all methods into one—whether I would accept the bust of De l'Épée, made by the deaf-mute sculptor, Felix Plessis, as a testimonial of their regard. Of course I replied that I would accept the gift with pleasure and feel it to be a great honor. So they immediately started a popular subscription among the deaf and purchased the bust, which was forwarded to me.

It is a work of great merit. It is colossal in size. It is really too large to have a place in a private house, and I consider that as it was presented to me rather as the representative of the college than as an individual, I should present it to the college as a work of art to adorn this hall. I therefore take this occasion to offer it as a gift to the college.

I know that it will be a source of great satisfaction to all here assembled that his excellency the French ambassador, M. Jules Cambon, has honored us with his presence to-day. I am sure that we all unite in warmest greetings to our loved sister country, France, who was so much to us in the Revolution, and with whom our associations have been so intimate in the matter of the education of the deaf.

At this point of the proceedings two young ladies of the college unveiled the bust of De l'Épée by removing the American and French flags with which it had been covered. Great applause followed.

The French ambassador then came forward and spoke in French as follows, his address being interpreted through the language of signs by Professor Fay:

ADDRESS OF THE FRENCH AMBASSADOR.

LADIES AND GENTLEMEN: I am obliged to speak to you in French, and I hope you will not take this amiss, for in a ceremony like the present, consecrated to the memory of one whom France holds in highest honor, it is, perhaps, not inappropriate that a few words should be spoken in French.

Dr. Gallaudet has just told you of the extent of the labors and the services of the Abbé de l'Épée. I need not repeat. It is a great satisfaction to me to see such homage rendered to the benevolent man who has lifted from the depths of the misery and ignorance consequent upon their infirmity so many poor and neglected children. His work has been followed in all countries, and in none with greater success than in America.

It can be truly said that France and America are animated by the same love of humanity.

Just now the bust of De l'Épée was concealed from our eyes by the flags of two nations—two flags not precisely alike, but which resemble each other in this, that they present the same colors differently arranged—blue, white, and red. One may say the same as to the differences of manners, traditions, and conditions of life in our two countries. The same generous sentiments animate the hearts of both.

France is, moreover, doubly interested in this ceremony. If, as has been said, the Abbé de l'Épée, whom you honor to-day, one of my compatriots, gave the tree of life to be transplanted hither, those in whose care it was to fructify in American soil can not be regarded as foreigners to France, for their ancestors came from France two centuries ago, and Dr. Gallaudet permits me to remember that the best old blood of France courses in his veins.

Better than any spoken words, this touching ceremony shows that there is a common ground on which men of feeling, to whatever country they belong, are sure to meet—that of benevolence. In the future, as in the past, may our two flags float always together for the advancement of civilization and the relief of the unfortunate.

The president then introduced Hon. D. B. Henderson, of Iowa, as one who had on many occasions shown himself a friend of the college, and especially interested in the present exercises, since two of the graduating class were from Iowa.

ADDRESS OF THE HON. DAVID B. HENDERSON.

Members of the Faculty, Friends of this Institution, and Ladies and Gentlemen of the Graduating Class: This is an occasion of exquisite pleasure and of extreme pain to me—pleasure because I see that progress of education, intelligence, and love of humanity are lifting the unfortunate ones of our human family from the depth of sorrow to an equal plane of enjoyment with all, and pain because you are of the unfortunate of earth. But, my young friends, you are not alone in this world in having a trouble or troubles. The bard who has most surely and sweetly sung the sorrows of mankind, Robert Burns, in his sweetest and truest song tells us that "man was made to mourn." There is a place in every human soul where a skeleton of some kind exists. The emperor upon his throne trembles for fear of the assassin. The soldier, of whom my young friend spoke so eloquently, has something to face besides glory. I care not how manly the form may be, somewhere in that fine physique is the seed of suffering, and there are greater sufferings than physical ones—sufferings of the human mind, of the human heart. Show me a human being and I will show you where sorrow dwells.

I read in history that a time was when those suffering as you have suffered were thought only fit for death, and back in the dark ages the deaf and dumb were cruelly disposed of. It was even contended by scientists and great physicians and the best educators of ancient times that there was no way to cultivate the mind of the deaf and dumb, the contention being that only through hearing could the mind be cultivated. Let me give you a line from Lucretius showing the doctrine:

To instruct the deaf no art could ever reach,
No care avail them and no wisdom teach.

What a horrible darkness we have compassed. Should not this world be grateful to the great Abbé and his greater followers?

But you are not all sorrow, my dear young friends. In this very city I went to make a call at a private house where some friends of mine were stopping. I was ushered into the sitting room to wait for my card to be answered. I looked around and saw a splendid looking young man with a beautiful girl sitting on a sofa beside him. Rosy-lipped, bright-eyed, fresh-faced was the maiden; and the lounge was not a very long one, either. They did not seem to think that I was there, and they were going on in this peculiar way (making gestures), and all that sort of thing, and the young man, I could see—and I do not know any of this deaf and dumb business—the young man was saying something that was very precious to the young woman, and the young woman was taking it in in double doses with all her heart and soul. They understood each other perfectly, and I understood a great deal of it too; and yet to think that the greatest teachers of science, doctors, and philosophers of that time said you could not teach the deaf and dumb anything except to die!

A staggering drunkard is an object lesson to the eye; a manly man is a lesson to every eye; the tender smiling eye of a mother is at once a sermon and a poem; and yet these ancient philosophers contended that only through the ear could man be educated.

Now, let us see how things are. I find by statistics that in this country of those unable to hear a loud conversation and who are unable to speak there are—how many, do you think? An army of 121,178. Of that number there are those who can not speak a single word, 80,000; of that 80,000 there are females unable to speak, 31,338. What a temptation for cross old bachelors who want to do all the talking! The Rev. Mr. Gallaudet told me a few moments ago that he, like his father, married a woman who can not speak, and I am inclined to think that he did so because he wanted to do all the talking himself.

In this connection a fact attracted my attention, my dear young friends, that, while there are 80,000 in this country totally dumb, there are 50,568 in the United States who are totally blind in both eyes. You can pray to your Maker and bless Him because you are not of these unfortunates; of those who can not see the face of love or trace the sweet smiles of a mother or a child; to whom is shut out the sight of the skies and parks and fields and flowers. That is something terrible to suffer. And yet there is a sweet law of compensation that touches every human soul, and some of my dearest friends who are sightless, I find, have ways of enjoyment, too; the hearing becomes quicker, the touch fuller of life, or in some other way God pours sunshine into their souls.

Looking at the matter of education to which I have referred, I am very much impressed with something that I have picked up. I am grateful to this wonderful man, your president, for having asked me, for having given me this place of honor to address you. While in a general way I understood what your school was doing, it was not until yesterday, when I made the great Congressional Library turn out its stock of books and sat down among them that I found I was in dense ignorance of this great work—of the whole history of those afflicted souls.

The very first instance of an attempt to teach them was in 685 A. D., after an investigation of the subject as to whether they had souls. Again in the fifteenth century the first real investigation took place, and not until the seventeenth century did the sceptics begin to weaken and realize that these unfortunates of ours could be made and should be a part of the human family. Prior to the year 1800 there had struggled into existence just 8 institutions for educating the deaf and dumb—for the entire world only 8. Now, in 1882 there were 375 institutions of that kind in the world, and in the United States 65; and in 1891 I find that there were 73 in the United States; and the pupils like you, my young friends, in these schools in the United States in 1891 numbered 8,000. In 1882 the total was 2,197. What can you do? That is the question now for you.

I read the motto of your class: "The end crowns the work." When is the end? You have only had a touch of the book or the painter's brush. You, young man, have only had your hands put to the plow handle. The end is not in sight. You are simply equipped with the power to go to work. Only a short time ago a friend, of my own town, graduated here, and he has now a wholesale business, carrying on the wholesale rubber business. I was going to send him a civil-service blank to get him into the Government service, but he sent word back to me that he had a better thing. I know another who has a wife and babies and who is an active worker in the Smithsonian Institution, and who is a man in whose presence I feel that I ought to take my hat off all the time.

Now, I have looked over the great work concerning your lives. We have here an illustration that minds can be developed in the deaf and dumb. Here is a man who nearly all his life has been preaching to the deaf and dumb, the brother of your honored president, and another was mentioned this afternoon by the president, and I find by the census and from other sources of information that the deaf and dumb become farmers successfully. I name them first—and I am not now speaking as a politician, but as a statesman—they should be placed at the head of all the learned professions. Then, the deaf make splendid mechanics. They have reached the front rank as scientists. In literature they have become known and honored, and—would you believe it?—they have become successful lawyers; not liars, but lawyers. They have been successful in the arts. We have an instance before us in that splendid bust of the immortal Abbé that they can become great sculptors. They make fine journalists, and ah, how rapidly they can trace their thoughts on paper!

And right here let me call attention to one thing that I noticed this afternoon. I want to express my gratification to this splendid class of young men and young women that something or other in your misfortune seems to close your eyes and seal your lips to scandal. Not a single one of your papers this afternoon, not even that of my young friend who went wandering with the gods of war, that had aught of cunning or baseness. Every thought was lofty. No kicking—I use that term as a

statesman. Every paper that was read this afternoon was elevated; and I wonder if it is true that when God lays a weight on a human soul that that weight crushes a meanness out of that human heart. Your papers and conduct this afternoon have suggested that thought.

Bless you, they make good citizens of the Republic, the highest point that can be reached. Do not despair, my young friends, you have a gift of your own that is wonderful. I have seen some strange and wonderful things in my life, and I am only a kid, as you can see; but you saw your professor translate the words of the French ambassador with the easy grace and accuracy which you all realize, and you learn from the lips of your honored president that when traveling abroad in different lands that which he used was a common language, and they could all understand. It makes me feel as if it might be better if the whole world were struck deaf and dumb, so that the world might be made akin and we could all understand each other.

Remember how John Milton, blind at 44 years of age, gave this world through his writings more of heaven and hell than most people gather from the books of the inspired writings. He wrote all of *Paradise Lost* after he was blind, and all of *Paradise Regained*, his wonderful work of *Samson*, and that still more wonderful work, his *Defense of the English-Speaking People*. There is a star of hope above for every human soul, no matter what his misfortune may be.

In my examination of the numerous books that Assistant Librarian Spofford was kind enough to send over yesterday at my request I find the name of Gallaudet recognized by every authority, the father of these wonderful men—the father of these two men who in this country blazed the way for the education of the deaf and dumb. In the preface of one able writer I was delighted to find these sentences: "He was, I believe, the founder of the great institution at Hartford, Conn., really the first institution of any importance in this country for the improvement of the condition of the deaf and dumb. This was founded in May, 1817." That is before you and I were born. "The kindness and unwearied"—what a well-chosen word, unwearied—"attention of the Rev. Mr. Gallaudet has left upon his pupils an impress which time can never efface."

My young friends, you go forth to the battle of life with the consciousness that you have graduated and received your instruction from the first college in the world that teaches the deaf and dumb, and that you have had impressed upon your brains and in your hearts teachings from the great living master of the science, the president of this college. I congratulate you, and I wish you every success in the great battle of life which you are just commencing.

The exercises of the afternoon were closed with the benediction by the Rev. Thomas Gallaudet, D. D., rector emeritus of St. Ann's Church for Deaf Mutes, New York.

Degrees were conferred at the close of the term in accordance with the recommendations of presentation day, excepting in the cases of Mr. Fister, of Pennsylvania, and Mr. Jackson, of Illinois, both of whom received the degree of bachelor of arts. Eight pupils were graduated from the Kendall School at the end of the school year.

RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statements:

SUPPORT OF THE INSTITUTION.

RECEIPTS.

Balance from old account....	\$11.33	Manual-labor fund	\$114.21
From the Treasury of the		Old metal sold	8.00
United States	65,000.00	Shoe repairs	14.35
Board, tuition, and room rent.	5,190.50		
Work in shop	7.55	Total	70,345.94

EXPENDITURES.

Salaries and wages.....	\$38,529.10	Plants, seeds, tools, etc.....	\$120.99
Miscellaneous repairs.....	1,832.01	Blacksmithing.....	146.96
Household expenses, market- ing, etc.....	3,578.04	Ice.....	511.79
Meats.....	5,837.39	Carriage and carriage repairs.....	324.75
Groceries.....	2,993.82	Manure.....	213.60
Bread.....	1,961.87	Live stock.....	1,389.25
Butter and eggs.....	1,873.68	Harness and harness repairs.....	109.00
Medical attendance and nurs- ing.....	509.89	Incidental expenses.....	286.81
Telephone and electric clocks.....	180.31	L. J. Davis, treasurer.....	800.00
Furniture.....	546.83	Crockery, etc.....	252.35
Lumber.....	141.42	Stamped envelopes.....	43.60
Dry goods.....	558.44	Auditing accounts.....	300.00
Gas.....	1,132.30	Gymnasium apparatus.....	14.31
Paints, oils, etc.....	189.00	Printing, etc.....	262.52
Fuel.....	2,773.54	Expenses of directors' meet- ings.....	35.50
Feed.....	847.40	Entertainment of pupils.....	50.00
Medicines and chemicals.....	573.59	Lectures.....	125.00
Books, stationery, and school apparatus.....	754.48	Balance.....	296.58
Hardware.....	249.82		
		Total.....	70,345.94

SPECIAL REPAIRS.

Received from the Treasury of the United States..... \$3,000.00

EXPENDITURES.

Steam heating.....	\$1,019.48
Painting.....	302.45
Increasing water supply.....	974.44
Plumbing and sewerage.....	564.31
Labor, etc.....	139.32
Total.....	3,000.00

ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1900, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$67,000.

For repairs to the buildings of the institution, including plumbing and steam-heating apparatus and for repairs to pavements, \$3,000.

MEDALS FROM THE COLUMBIAN EXPOSITION.

In our thirty-seventh report the fact was stated that awards had been made to the institution by the World's Columbian Commission:

The diplomas and medals have been received, and the awards are as follows:

TO THE COLLEGE—AWARD.

First, the model of the statue representing the elder Gallaudet teaching his first deaf-mute pupil symbolizes the beneficent introduction of the deaf-mute education in America; second, the college is the only institution giving this advanced grade of instruction to deaf-mutes in the world; third, for evidence of good attendance, thorough work, and excellent results in preparing deaf-mutes for success as writers, editors, lawyers, architects, and teachers, as well as skilled artisans in various industries.

TO THE KENDALL SCHOOL—AWARD.

Shows evidence of a well-equipped deaf-mute school for manual, elementary, and secondary instruction. Articulation and lip reading are given constant and careful attention.

NATIONAL EDUCATIONAL ASSOCIATION.

The subject of deaf-mute education received special consideration at the convention of the National Educational Association, which was held in Washington last July.

The president of this institution, on the invitation of President Greenwood, of the association, delivered an address on "The deaf and their possibilities" at a general meeting of the association held in the National Theater on the evening of July 11.

Department sixteen of the association, formed to give attention to the education of the deaf, the blind, and the feeble-minded, occupied the Franklin School building with exhibits of methods of instruction, specimens of work, text-books, illustrative apparatus, etc.

Two public meetings of the section were held, which were attended by a number of the teachers and officers of our institution.

These meetings were presided over by Prof. Joseph C. Gordon, superintendent of the Illinois Institution for the Deaf and Dumb, for many years a member of our college faculty.

The members of the section visited Kendall Green in a body, on invitation, and inspected the buildings and grounds.

CONVENTION OF INSTRUCTORS AT COLUMBUS, OHIO.

The fifteenth meeting of the Convention of American Instructors of the Deaf was held at the Ohio Institution for the Deaf and Dumb, Columbus, from July 28 to August 2 inclusive.

This institution was represented by its president, Professor Fay, and Mr. Hall, of the college faculty, and Mr. Ballard of the faculty of the Kendall School.

The attendance upon the convention was large, all sections of the country being represented, as well as all the various methods of instruction.

Delegates were also present from England, Scotland, and Ireland, who brought greetings of the most friendly character from the mother country.

Valuable papers were presented, the reading of them being followed by interesting discussions.

The president of this institution, who is also president of the convention, made an address in which he condemned in a most earnest manner the infliction of the spoils system on State schools for the deaf. He spoke of a number of States in which this policy had been recently pursued by all the political parties, and pointed out the evils which inevitably followed such a course.

All of which is respectfully submitted by order of the board of directors.

EDWARD M. GALLAUDET,
President.

Hon. C. N. BLISS,
Secretary of the Interior.

APPENDIX.

CATALOGUE OF STUDENTS AND PUPILS.

IN THE COLLEGE.

- Alabama:**
James W. Sowell.
Maud H. Brizendine.
- California:**
Winfield Scott Runde.
Annie Matilda Lindstrom.
Frances Amelia Norton.
Adam S. Hewetson.
- Colorado:**
Sarah Maria Young.
Ethel Zoe Taylor.
Ethel M. Ritchie.
- Connecticut:**
Deborah H. Marshall.
Horace D. Lee Clark.
- Delaware:**
Gertrude Parker.
- Illinois:**
Benjamin F. Jackson.
Robert L. Erd.
Helena R. Leyder.
Asa Albert Stutsman.
Charles Werner Haig.
Henry S. Rutherford.
John Guy Stuart.
Frieda W. Bauman.
Elmira Mather.
Edith Fitzgerald.
Frank A. Johnson.
Arthur P. Rink.
Luella Stephens.
- Indiana:**
Arthur H. Norris.
- Iowa:**
Lilla E. McGowan.
Waldo H. Rotherth.
Nelle May Pierce.
George F. Wills.
Owen G. Carrell.
Wilbert P. Souder.
Robert Cook Hemstreet.
George W. Clark.
William M. Strong.
Rosa Gifford.
- Kentucky:**
Robert Zahn.
Littleton Alva Long.
Thomas Y. Northern.
Grace L. Allen.
- Louisiana:**
Daniel Picard.
Grey G. Barham.
- Maryland:**
George Schafer.
Ezra C. Wyand.
- Massachusetts:**
Joseph C. Pierce.
Ida P. Brooks.
- Michigan:**
Arlington J. Eickhoff.
George W. Andree.
Roy Carpenter.
Anna Louise Lennon.
- Minnesota:**
Peter N. Peterson.
Edith Vandegrift.
Gilbert O. Erickson.
Victor R. Spence.
Margaret Hauberg.
- Missouri:**
Joseph B. Bumgardner.
Clara L. Waters.
Arthur O. Steidemann.
Peter Hughes.
Horace B. Waters.
Ivy Myers.
Elbert M. Nowell.
- Nebraska:**
Ota B. Crawford.
- New Jersey:**
Mary M. Williamson.
- New York:**
Mary L. Elsworth.
James Arthur Darby.
Grace G. Okie.
Sarah C. Fish.
Culmer Barnes.
Murray Campbell.
Anna L. McPhail.
- North Carolina:**
Robert S. Taylor.
William H. Chambers.
Robert C. Miller.
- Ohio:**
William A. Ohlemacher.
Clara Runck.
George V. Bath.
Albertus Wornstaff.
Cloa G. Lamson.
Bessie B. McGregor.
Ida A. Ohlemacher.
Slava A. Snyder.
Clara Belle Winton.
Mary E. Zell.

CATALOGUE OF STUDENTS AND PUPILS—Continued.

IN THE COLLEGE—continued.

Ohio—Continued.

John F. Flick.
Wilhelm F. Schneider.

Pennsylvania:

May E. Stemple.
George E. Fister.
Sadie E. Griffis.
Emma M. Prager.
Margaret M. Toomey.
John S. Fisher.
Daniel E. Moran.
Samuel Nichols.
Belle Stout.
Milton T. Haines.
Cyril A. Painter.
Charles N. Snyder.
Sarah Goldstein.
Nellie V. Hayden.
Adelaide L. Postel.
Guy P. Allen.
Ernest R. Cowley.
James K. Forbes.
Scott Foreman.

South Carolina:

Sarah Antoinette Rogers.
Charlotte M. Croft.
Theresa E. Gaillard.
William John Geilfuss.

South Dakota:

Marion E. Finch.

Tennessee:

Walter B. Rosson.
Lester G. Rosson.
John H. Ownbey.

Texas:

George Albert Brooks.
William Henry Davis.
Andrew D. Hodges.
Joseph C. Harvin.
Lettie R. Webster.

Utah:

John H. Clark.
Elizabeth De Long.

Vermont:

Albert S. Hoyer.
Menegle P. Beausoliel.

Virginia:

Stephen C. Jones.

District of Columbia:

Roy James Stewart.

Canada:

John A. Braithwaite.
Alexander David Swanson.
Margaret Hutchinson.

IN THE PRIMARY DEPARTMENT.

Females.

Annie E. Bennett, Delaware.
Emily Lucile Bennett, District of Columbia.
Florence Brown, District of Columbia.
Bertha Conaway, Delaware.
Sarah L. Dailey, District of Columbia.
Maggie Dougherty, Delaware.
Rosa Early, District of Columbia.
Mattie Hurd, Delaware.
Margaret Hutchinson, Canada.
Tina F. Jones, Delaware.
Carrie King, District of Columbia.
Ida May Littleford, District of Columbia.
Caroline E. Moran, District of Columbia.
Mary O'Rourke, Delaware.
Evalyne G. Plumley, Delaware.
Gertrude Price, District of Columbia.
Mary Spurry, Delaware.
Sophia Stansbury, District of Columbia.
Carrie Strong, District of Columbia.
Sadie E. Talbert, District of Columbia.
Maggie Vaughn, District of Columbia.
Rebecca Weil, Georgia.
Viola Weil, Georgia.
Alice Woolford, District of Columbia.

Males.

Grey G. Barham, Louisiana.
Culmer Barnes, New York.
Menegle P. Beausoliel, Vermont.
Howard Breeding, Delaware.
Charles Butler, District of Columbia.
Frank Carroll, District of Columbia.

Males—Continued.

John F. Caslow, District of Columbia.
James Dogan, District of Columbia.
Hugh Dougherty, District of Columbia.
Paul Erd, Illinois.
Jacob Eskin, District of Columbia.
Ernest Foskey, Delaware.
William A. Hoagie, Indiana.
Adam S. Hewetson, California.
Frank A. Johnson, Illinois.
Raymond Johnson, District of Columbia.
George E. Keyser, District of Columbia.
Robert M. Kleberg, Texas.
Aaron Lee, District of Columbia.
Charles Lee, District of Columbia.
Andrew Leitch, Ireland.
William Lowell, District of Columbia.
Samuel H. Lynn, Tennessee.
Charles Nailor, District of Columbia.
Joseph L. Norris, Virginia.
Carl Rhodes, District of Columbia.
George Richardson, District of Columbia.
Joseph P. Riley, District of Columbia.
William J. Riley, District of Columbia.
Harry Stansbury, District of Columbia.
John Shields, District of Columbia.
George Smith, District of Columbia.
Arthur L. Swarts, Delaware.
James Thomas, District of Columbia.
Richard T. Thomas, District of Columbia.
John W. Thraillkill, Missouri.
Henry Turner, District of Columbia.
Frank Winter, District of Columbia.
William W. Worley, Tennessee.

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories, who have not the means of defraying all the expenses of the college course, the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of this provision are required by law to make application to the president of this institution.